

Textbook Alignment to the Utah Core –Dance 3A

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance 3A Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Value dance as contributing to healthy human development.				
•	Implement safe and healthy dance practices in class and rehearsals.			
•	Determine how individual differences affect personal conditioning needs and individual movement choices.			
•	Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.			
•	Implement an individual conditioning plan.			
•	Document technical progress on videotape and in writing.			
Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.				
•	Perform axial sequences of greater length and complexity in multiple planes demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.			
•	Demonstrate locomotor combinations that incorporate various axial combinations.			
•	Create and perform interesting, student-directed locomotor combinations incorporating axial movements.			
•	Demonstrate locomotor combinations that incorporate airborne leaping and jumping, falls or rolls to the ground, turns with various base points.			
Objective C: Develop an awareness of performing techniques.				
•	Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.			
•	Identify the mastery of performing techniques in self and another.			
STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in space.				
•	Demonstrate spatial planes and pathways.			
•	Demonstrate three ranges of motion.			
•	Perform contrasting ranges of motion with clarity and intent.			
•	Demonstrate knowledge of focus.			
•	Perform graining (body focus).			
•	Demonstrate layers of space; i.e., inner, personal, public.			
Objective B: Develop knowledge and skills in time.				
•	Improvise and create new rhythmic possibilities.			
•	Perform breath rhythm (non-metric).			
•	Demonstrate an advanced level of rhythmic acuity and musicality.			
•	Demonstrate diagrammed syncopation.			
•	Demonstrate resultant rhythm.			
Objective C: Develop knowledge and skills in energy and motion.				
•	Perform the seven basic qualities of motion with contrast and nuance.			
•	Identify the element of energy in choreography.			

• Demonstrate how energy affects movement.			
• Analyze personal preferred movement quality.			
STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise within a structure.			
• Create a gestalt through improvisation.			
• Create a structure through gestalt.			
Objective B: Demonstrate choreographic principles, processes, and structure.			
• Use a chance method as a means of finding creative, fresh materials for choreography.			
• Create a solo study based on a compositional principle or element.			
• Create a duet study based on choreographic structure.			
• Expand a successful duet into a group dance.			
• Research the creative process of a recognized choreographer.			
• Perform a dance from repertory for accuracy of style, form, nuance, technique, and expression.			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in the creative process of abstraction.				
•	Create a movement phrase through the process of abstraction developed from a gesture, pedestrian movement, or idea.			
•	Analyze and discuss how abstraction was used to create or communicate meaning in a recorded or live performance work.			
•	Identify and discuss symbolism in dance.			
•	Create a dance phrase using symbolism.			
•	Create a study based on a character or idea through the process of abstraction.			
Objective B: Demonstrate how dance communicates meaning.				
•	Demonstrate how the compositional elements of sequence, repetition, variety, continuity, transitions, contrast, harmony, balance, proportion, unity, and climax may affect what a dance communicates.			
•	Create a solo or group composition based on a contemporary social theme.			
•	Compare the creative processes used by a professional in another discipline.			
•	Create a composition based on the study of another discipline.			
Objective C: Identify the various purposes served by dance throughout time and in world cultures.				
•	Explore the purpose of movement ritual as self-expression – individually and in groups.			
•	Explore the purpose and function of movement ritual in own community, present and past.			
•	Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20 th century dance forms.			
•	Create a time line illustrating the important dance events in the 20 th century and place them in their social, historical, cultural, and			

	political contexts.			
Objective D: Demonstrate aesthetic perception.				
•	Respond to improvisational and compositional experiences from a variety of perspectives.			
•	Evaluate own and others' work using aesthetic questions.			
•	Examine ways a dance creates and conveys meaning by considering the dance from a variety of perspectives.			
•	Articulate understanding of a choreographer's intent.			
•	Create a dance portfolio documenting representative creative and performance work.			